DOCUMENT RESUME

ED 122 042 CE 006 885

TITLE Health Occupations: An Exploratory Course [and] An Exploratory Module.
INSTITUTION Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
PUB DATE 70
NOTE 59p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Advisory Committees; *Career Exploration; Career Opportunities; Career Planning; Course Content; *Course Descriptions; *Curriculum Guides; Employment Qualifications; Grade 10; *Health Occupations; Health Occupations Education; *Junior High Schools; Learning Activities; Resource Materials; Unit Plan

ABSTRACT

The document consists of a course outline for a one semester health occupations career exploration course for grades 7-10 and a description of an exploratory course module. The course outline presents proposed content with corresponding activity suggestions in three sections designed to (1) define health and health care, (2) identify jobs and job opportunities in the health service industry, and (3) provide for student self-assessment in relation to job requirements for the various occupations. Appendixes for this part include: an eight-page list of references and audiovisual aids and a list of health occupations education and employment opportunities grouped according to level of education required. The module description (based on the outline) is a more detailed presentation of the exploratory course. For each of the module's three parts (Overview of Health Occupations, Health Occupations Opportunities, and Requirements for Health Professions) an introduction, goal-directed activities, and suggested implementation activities are provided. A membership list of the Oregon Advisory Council for Vocational Education is included. Appended are a 15-item reference list and sample job titles in health occupations. (MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

HEALTH OCCUPATIONS

ED122042

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AN EXPLORATORY COURSE

2

AN EXPLORATORY COURSE

Published by:
THE OREGON BOARD OF EDUCATION

Dale Parnell
Superintendent of Public Instruction

Prepared by:
THE DIVISION OF COMMUNITY COLLEGES AND CAREER EDUCATION

Carrol deBroekert
Associate Superintendent

Leonard Kunzman
Director, Career Education

942 Lancaster Drive NE
Salem, Oregon 97310
1970

FOREWORD

One of the ways we can achieve relevance in general education is to infuse all subject matter with illustrations from the world of work. We need to provide opportunities for students to explore the working conditions, political and social environment, and responsibilities of each of the career fields that are open to them. We must give students opportunities to acquire the knowledge, skills, and attitudes that will assure successful entry into their chosen fields.

This is the first of a series of resource materials which will be published, and it is my hope that these materials will encourage teachers to expand career exploration in grades 7–10.

By providing the opportunity for students to explore career fields, teachers will be helping them to make wiser career choices and to plan educational programs that relate to their career goals.

DALE PARNELL
Superintendent of Public Instruction

PREFACE

The health industry is now the nation's number two employer of manpower and is predicted to be the number one employer by 1975. This statement implies that educational agencies have a responsibility to assist in preparing individuals for employment in the health field.

Due to rapid changes in the health industry and health care delivery system, over 400 occupational titles have now been identified. Career exploration can assist students to make more realistic career choices so that appropriate courses which are supportive or related to their occupational objectives may be taken during the secondary school years. This course is intended to illustrate one approach to developing exploratory experiences in health occupations.

Request for copies of the *Health Occupations Career Cluster Guide*, additional health occupations exploratory materials, resource information, or consultation services should be directed to the Health Occupations Specialist, Oregon Board of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310.

Leonard Kunzman
Director
Career Education

ACKNOWLEDGMENTS

The final draft was assembled and written under the direction of Joan E. Stoddard, Health Occupations Specialist, Division of Community Colleges and Career Education, Oregon Board of Education.

Special recognition should be given to Mrs. Gladys Hatfield for her assistance in developing the course outline.

Grateful recognition is also given to the members of the committee whose contributions were invaluable.

SECONDARY HEALTH OCCUPATIONS CLUSTER STATE EDUCATION ADVISORY COMMITTEE

Robert L. McGlynn, Oregon Association of Hospitals

Mrs. Jean Vann, Occupational Therapy Association of Oregon

Dr. Stanley L. Holme, Oregon Medical Association

Dr. Johan Wold, Oregon Dental Association

Mrs. Alyce Geymann, Lebanon Union High School

Mrs. Margaret Ross, Oregon League for Nursing

Stan L. Stafford, Oregon Health Care Association

Jerry Ellingson, Oregon Health Manpower Council

Mrs. Louise Hills, Oregon Public Health Association

OREGON ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Clarey Adamson, Executive Secretary
Willamette Valley District Council of Lumber & Sawmill Workers
Eugene, Oregon

Howard Baker, Chairman
Vice President, Wedgewood Homes, Inc.
Portland, Oregon

Tom Sloan, Manager
Employee Relations
Tektronix, Inc.
Beaverton, Oregon

Jack E. Brookins, President
Southwestern Oregon Community College
Coos Bay, Oregon

Frank Case, President
Purchasing Services, Inc.
Portland, Oregon

Walt Commons, Superintendent
Jackson County I.E.D.
Medford, Oregon

Eldon Cone, Deputy Administrator
Oregon State Employment Service
Salem, Oregon

James R. Faulstich, Administrator
Oregon Economic Development Support
Salem, Oregon

Walt Fuhrer, Executive Director
Multnomah Association for Mentally Retarded
Portland, Oregon

Terrence James, Assistant Director
Oregon Vocational Rehabilitation
Salem, Oregon

Melvin Gaskill, Chairman
Mechanics Department, Lane Community College
Eugene, Oregon

Erma Hepburn, Housewife
Portland, Oregon

Marvin Rasmussen, Director, Career Education
Portland Public Schools
Portland, Oregon

Ben Robinson, Rancher
Imbler, Oregon

William Shuck, Director
Oregon Apprenticeship & Training Division, Bureau of Labor
Salem, Oregon

Irwin Wedel, Chief Executive
Salem Hospital
Salem, Oregon

AN EXPLORATORY COURSE
IN
HEALTH OCCUPATIONS

Length of Course: One Semester

Units: One

Grade Placement: 7–10

Course Title: Health Occupations Overview

Course Objectives: Upon completion of the course the student will be able to:

(1) Define health and health care

(2) Identify jobs and job opportunities in the health service industry

(3) Assess self in relation to job requirements for various occupations within the health field

PROPOSED CONTENT

I. Introduction to health field

A. Health defined

B. Health care defined

1. Major health problems

a. Disease

b. Injury

c. Idiopathic

2. Health care unit

a. Type of unit

1) Institution

2) Agencies

3) Households

b. Functions

1) Provide direct care

2) Prevent disease

3) Promote health

4) Contribute to education of health personnel

5) Promote health and health care research

SUGGESTED ACTIVITIES

Teacher and student share course objectives.

Organize in small groups to develop a definition of health.

Small groups share definitions and combine on chalkboard

Students check references in current literature and verify definition at the beginning of next class period.

Invite health department representative to discuss major health problems. Compare local with national problems.
Students relate their personal health histories and health practices to the major health problems presented.

Quiz: Students list major national health problems in order of importance.

Students identify a local problem and give justification for a preventive program.

Selected students visit a sampling of institutions and agencies and report back in panel presentation regarding the types of units visited, their functions, and organization.

Give each student an organization chart of a health facility, identifying various departments. Compare organization to that of a large business firm.

PROPOSED CONTENT

C. Method of organization

1. Government
2. Industry
3. Voluntary
4. Private
5. Factors influencing health care

    a. Legal
    b. Moral
    c. Economic
    d. Manpower available

II. Health occupations

A. Orientation to specific health career areas

1. Medical
2. Nursing
3. Dental
4. Special therapies
5. Health-care, related

B. Places of employment

1. Hospitals
2. Nursing homes
3. Clinics
4. Medical or dental offices
5. Public health and welfare agencies

SUGGESTED ACTIVITIES

Invite a Director of Nursing from a hospital or nursing home to describe and justify policies and regulations of a health care facility.

Invite representatives from State Examining Boards or the State Board of Health to discuss external factors.

Student share observations from their own experiences regarding moral influences.

Collect billing systems from several facilities. Have students review and identify how fees are determined. Combine with a review of the literature to identify trends in health care economics.

Students select areas of interest and form teams to gather career and occupational information from the library, occupational guides, associations, and organizations.

Teams continue to gather information and identify where the health personnel in this area will be employed.

6. Industrial health centers
7. Campus health centers
8. Schools
9. Camps
10. Individual family homes

C. Jobs

1. Entry occupations
2. Occupations requiring advanced training
3. Professions

D. Future job potential

1. Location of training centers
2. Advancement on the job
3. Advancement by further education

III. Assessment

A. Present interest in health field

1. Personal preference
2. Job availability

B. Job requirements

1. Personality
2. Physical
3. Values and goals
4. Personal qualities
5. Education

SUGGESTED ACTIVITIES

Show a film illustrating the preparation and role of various health personnel (See page 18.)

Have teams report on various health occupations as a continuation of their projects.

Invite a counselor from a post-secondary school and/or representative from a health association to discuss location of training centers and existing health occupations programs. Consider projections for the next ten years.

Selected students interview personnel directors in representative health facilities regarding job advancement policies. All students would be asked to assist in preparing questions for the interviews.

Form small groups to develop a job inventory starting with:

- Present interests
- Job availability

Students refer to health manpower information sources to identify job availability in the areas in which they are interested.

Students work in small groups to develop job requirement inventory lists.

Invite the school nurse, doctor, or dentist to discuss the importance of good health and preventive routine health examinations.

PROPOSED CONTENT

C. Future goals

1. Areas of strength
2. Educational planning
3. Guides in applying for a job

SUGGESTED ACTIVITIES

Obtain work schedules and procedure manuals from health agencies and institutions. List on the blackboard common requirements and consider which appear to be given different value or importance.

Each student uses class-developed checklist to assess his own strengths.

Select a health occupations career and plan an appropriate educational program.

Students practice completing forms and writing a sample letter applying for a position.

Class formulates a guide for applying for a job; i.e., asking permission to list persons' names as references, requesting an interview, asking appropriate questions which indicate interest, being courteous, punctual, and alert.

Role play interview situations.

Utilize response on self-evaluation checklists to aid students in identifying strengths and weaknesses, to change habits and formulate plans for improvement.

Review letters and have group make constructive suggestions for improvement.

HAVE THE COURSE OBJECTIVES BEEN MET?

APPENDIX A

INSTRUCTIONAL MATERIALS

REFERENCES

American Red Cross. *Home Nursing Textbook.* Doubleday and Co., Garden City, New York 11530. 1963. $1.25 (paper)

Anthony, Catherine Parker. *Structure and Function of the Body.* C.V. Mosby Co., 3207 Washington Blvd., St. Louis, Missouri. 1968. $4.

Anthony, Catherine Parker. *Basic Concepts in Anatomy and Physiology,* A Programmed Presentation. C.V. Mosby Co., 3207 Washington Blvd., St. Louis, Missouri 63103. 1966. $4.25.

Artz, Elizabeth Mary. *Medical Office Assistant.* Delmar Publishers, Inc., Mountainview Avenue, Albany, N.Y. 12205. 1968. $5.70.

Babcock, Dorothy Ellen. *Introduction to Growth, Development and Family Living.* F.A. Davis Company, 1915 Arch St., Philadelphia, Pa. 19103. 1966. $2.95.

Bare[illegible] C. *Lecture Notes on the Use of the [illegible]icroscope.* F.A. Davis Co., 1915 Arch St., [illegible]hiladelphia, Pa. 19103.

Birc[illegible] Brian. *Talking with Patients.* J.B. Lippincott [illegible]ompany, E. Washington Square, Philadelphia, Pa. 19105. 1955. $3.75.

Burton, Genevieve. *Personal, Impersonal and Interpersonal Relations.* Springer Publishing Co., Inc., 200 Park Avenue S., New York 10003. 1964. $3.75.

Caldwell, Esther and Hegrar, Barbara. *The Health Assistant.* Delmar Publishers, Inc., Mountainview Avenue, Albany, N.Y. 12205. 1969.

Cherescairch, Gertrude D. *A Textbook for Nursing Assistants.* C.V. Mosby Company, 3207 Washington Blvd., St. Louis, Missouri 63103. 1968. $8.25.

Dean, W.B., Farrar, G.E., Jr., and Zoldos, A.J. *Basic Concepts of Anatomy and Physiology,* A Programmed Study. J.B. Lippincott Co., E. Washington Square, Philadelphia, Pa. 19105. $4.50.

Ferris, Elvira and F. Shelley. *Body Structure and Functions.* Delmar Publishing Inc., Mountainview Avenue, Albany, New York 12205. 1967. $2.68.

French, Ruth M. *The Dynamics of Health Care.* McGraw-Hill Book Company, 330 W. 42nd St., New York 10036. 1968. $4.95.

Greisheimer, Esther M. *Physiology and Anatomy.* J.B. Lippincott Co., E. Washington Square, Philadelphia, Pa. 19105. 1963. $8.90.

Hasler, Doris and Hasler, Norman. *Personal, Home and Community Health.* The Macmillan Co., 866 Third Ave., New York 10022. 1967. $4.95.

Hirschberg, G., Lewis, L., and Thomas, D. *Rehabilitation: A Manual for the Care of Disabled and Elderly.* J.B. Lippincott Company, E. Washington Square, Philadelphia, Pa. 1964. $7.50.

Houghton, Marjorie and Whitlow, Mary. *Aids to Practical Nursing.* Williams and Wilkins Co., 428 E. Preston St., Baltimore, Md. 21202. 1965. $3.75.

Isler, Charlotte. *The Nurses Aide in the Hospital.* Springer Publishing Co., Inc., 200 Park Avenue S., New York 10003. 1968. $3.

Johnson, Margaret. *Developing the Art of Understanding.* Springer Publishing Co., Inc., 200 Park Avenue S., New York 10003. 1967. $3.50.

Johnston, Dorothy F. *Essentials of Communicable Disease.* C.V. Mosby Company, 3207 Washington Blvd., St. Louis, Missouri 63103. 1968. $8.85.

Kimber, Diana C., Gray, Carolyn E., and Stackpole, Caroline. *Texbook of Anatomy and Physiology.* The Macmillan Co., 866 Third Ave., New York 10022. 1966. $8.50.

Kneedler, Evelyn. *Manual for the Nurses Aide.* Delmar Publishers, Inc., Mountainview Avenue, Albany, N.Y. 12205. 1968. $2.52.

Lawton, M. Murray and Foy, Donald F. *A Textbook for Medical Assistants.* C.V. Mosby Co., 3207 Washington Blvd., St. Louis, Missouri. 1967. $8.85.

Long, Rowland H. *The Physician and the Law.* Appleton-Century-Crofts, 440 Park Avenue S., New York 10016. 1959. $6.50.

Memmler, Ruth Lundeen. *The Human Body in Health and Disease.* J.B. Lippincott Co., E. Washington Square, Philadelphia, Pa. 1963. $3.20.

Milliken, Mary Elizabeth. *Understanding Human Behavior.* Delmar Publishing, Inc., Mountainview Avenue, Albany, New York 12205. 1969.

Morrison, G. Archanna. *In the Dentist's Office.* J.B. Lippincott Company, E. Washington Square, Philadelphia, Pa. 1959. $8.

Parsons, Esther Jane. *In the Doctor's Office.* J.B. Lippincott Company, E. Washington Square, Philadelphia, Pa. $4.75.

Pelczar, M.J. and Reid, R.D. *Microbiology.* McGraw-Hill Book Company, 330 W. 42nd St., New York 10036. 1965. $9.95.

Pelczar, M.J. and Reid, R.D. *Instructor's Manual.* McGraw-Hill Book Company, 330 W. 42nd St., New York 10036. 1965. $3.95.

Peyton, Alice. *Practical Nutrition.* J.B. Lippincott Company, E. Washington Square, Philadelphia, Pa. 1962. $3.40.

Riddle, Janet. *Anatomy and Physiology Applied to Nursing.* The Williams and Wilkins Co., 428 E. Preston St., Baltimore, Maryland 21202. 1966. $4.75.

Robinson, Alice. *The Psychiatric Aide.* J.B. Lippincott Company, E. Washington Square, Philadelphia, Pa. 1965. $2.75.

Sarmer, Harvey. *The Nurse and the Law.* W.B. Saunders Company, W. Washington Square, Philadelphia, Pa. 19105. 1968. $6.50.

Sarmer, Harvey. *Dental Jurisprudence.* W.B. Saunders Company, W. Washington Square, Philadelphia, Pa. 19105. 1963.

Swansburg, Russell. *Team Nursing.* Four Volumes, (Paperbound). G.P. Putnam's Sons, 200 Madison Avenue, New York 10016. 1967. $9.

Swansburg, Russell. "Readings in Hospital Law." American Hospital Association, 840 North Lake Shore Drive, Chicago, Ill. 60611. 1965. $2.50.

Sylvester, Peter E. *Applied Anatomy and Physiology for Nurses.* F.A. Davis Co., 1915 Arch St., Philadelphia, Pa. 19103. 1964. $6.

Thompson, Ella, Hoffman, Claire and Lipkin, Gladys. *Simplified Nursing.* J.B. Lippincott Company, E. Washington Square, Philadelphia Pa. 1968. $4.90.

20

Thompson, Ella, Hoffman, Claire and Lipkin, Gladys. "Diet and Menu Guide for Extended Care Facilities," Publication No. 1415. American Hospital Association, 840 North Lake Shore Drive, Chicago, Ill. 60611. 1967. $3.

Tompson, Ella, Hoffman, Claire and Lipkin, Gladys. "Sanitation in Hospital Food Service," Publication No. 3680. American Hospital Association, 840 North Lake Shore Drive, Chicago, Ill. 60611. 1964. 60 cents.

Thompson, Ella, Hoffman, Claire and Lipkin, Gladys. "Medical Record Forms for Hospitals: Guide to Preparation," Publication No. 2450. American Hospital Association, 840 North Lake Shore Drive, Chicago, Ill. 60611. 1963. $1.75.

Thompson, Ella, Hoffman, Claire and Lipkin, Gladys. "Bedside Manner," Publication No. 3060. American Hospital Association, 840 North Lake Shore Drive, Chicago, Ill. 1952. Single copy free.

Wheeler, Margaret F. and Volk, Wesley A. *Basic Microbiology*. J.B. Lippincott Company, E. Washington Square, Philadelphia, Pa. 1964. $6.

Wheeler, Margaret F. and Volk, Wesley A. "Code of Ethics" (Hospital). American Hospital Association, 840 North Lake Shore Drive, Chicago, Ill. 60611. 1964. Free up to 10 copies.

Wheeler, Margaret F. and Volk, Wesley A. "Many Hands and Many Skills." American Hospital Association, 840 North Lake Shore Drive, Chicago, Ill. 60611. 1965. Single copy free.

TRANSPARENCIES*

J.B. Lippincott Co., Inc., East Washington Square, Philadelphia, Pa.:

Dental Hygiene (33 transparencies), $72.
Mouth to Mouth Resuscitation (10 transparencies), $33.

Minnesota Mining & Manufacturing Company, Visual Products Division, Box 3100, St. Paul, Minnesota:

Basic Nursing Skills I, II, III (Printed originals for preparing overhead projection transparencies) $5. each.

FILMSTRIPS*

Lawren Productions, Inc., P.O. Box 1542, Burlingame, California:

Health Careers Series
I. Overview of 23 Paramedical Occupations
II. Occupations Requiring One Year's Training
III. Six Occupations Requiring Two to Three Year's Training
IV. Five Careers in Therapy
Filmstrip and record, $15.
Filmstrip and tape, $15.
Combination of three (filmstrip, tape, record), $20.

Trainex Corporation, P.O. Box 116, Garden Grove, California:

Basic Needs Set: BN–1, $200.
BN–2, $200.
BN–3, $200.
BN–4, $200.

(Check with local hospital in-service education departments for occasional use):

Hospital Housekeeping: HK–1, $200.
HK–2, $200.
Hospital Food Service: FS–1, $200.
Hospital Fire Safety: FR–1, $200.

Vocational Films, 111 Euclid Avenue, Park Ridge, Illinois:

So You Want To Be a Nurse
Filmstrip and record

Film Associates, 111559 Santa Monica Blvd., Los Angeles, California:

Nursing as a Career, series
(Filmstrips only)

*Prices are approximate.

TAPES*

Imperial Productions, Inc., 247 West Court Street, Kankakee, Illinois:

Dental Hygienist
Social Worker
Nurse, LPN and RN
Physician
Medical X-Ray Technician
Medical Technician
Dental Technician

FILMS

American Medical Association, 535 North Dearborn Street, Chicago, Illinois:

Horizons Unlimited (1968)
You Can be Safe from X-Rays, 10 min., $2.
Someone is Watching, 15 min., $2.
The Patient is a Person, 20 min., no charge

ANA-NLN Film Library, 267 W[illegible] 25th Street, New York, New York:

More Than Words, 14 min. [illegible].
No Margin for Error, 30 [illegible]., $6.
Nurse, Please, 28 min., $5.
Your Career in Nursing, 27½ min., $5.50.

American Hospital Association, [illegible]n Library, 840 North Lake Shore Drive, Chicago, I[illegible]is:

For the Love of Life, 13 min., $5.
Hospital Fire Safety, 12 min., $3.
Hospital Housekeeping Safety, 15 min., $3.
Hospital Sepsis: A Communicable Disease, 30 min., $6.
Hospitals are People, 18 min., $8.

Wyeth Film Library, P.O. Box 8299, Philadelphia, Pa.:

Sterilization Procedures for the Medical Office, 29 min., no charge.

Medical Technologists' Association, Portland, Oregon:

Medical Technology (1967)

Audiovisual Instruction, Coliseum 131, Corvallis, Oregon:

Working and Playing to Health, 35 min.
To Keep Them Well, 18 min.
Examining the Well Child, 18 min.
Fight Against Microbes, 29 min.

Scientific Method in Action, 19 min.
Language in Action Series, $3.50:

Experience is Give and Take, No. 6
Hiding Behind the Dictionary, No. 4
(Request film catalogue)
How To Say What You Mean, No. 13
How We Know What We Know, No. 8
Language of Advertising, No. 9
Talking Ourselves Into Trouble, No. 1
Task of the Listener, No. 7
What Holds People Together, No. 12
What Is Language, No. 3
Where Is the Meaning, No. 5
Words That Don't Inform, No. 11

Light of Your Life, 15 min.

Health Education Section, Oregon State Board of Health, 1400 SW Fifth Avenue, Portland, Oregon (no charge):

Aids in Daily Living, 25 min.
Bacteria: Laboratory Study
Children in the Hospital, 44 min.
Dental Assistants, 20 min.
Diet in Pregnancy, 11 min.
Emergency Removal of Patients, 15 min.
Helping Hands for Julie, 30 min.
Home Health Aid, 20 min.
Join the Health Team, 10 min.
Journey in Health, 22 min.
Journey into Medicine, 39 min.
Medicine Man, 28 min.
Mental Health Careers, 20 min.
More than Skin Deep, 25 min.
Mr. Finley's Feelings, 10 min.
Mrs. Reynolds Needs a Nurse, 38 min.
Not by Bread Alone, 25 min.
Nutrition Sense and Nonsense, 28 min.

Patients are People Series, 20 min. each

To Care Enough
Bed and Bedside Unit
Bathing the Patient
Meeting the Patient's Excretory Needs
Patient Feeding and Mouth Care
Temperature, Pulse, and Respiration

A Place to Go, 25 min.
A Place to Work, 25 min.
Safe Handling of Food in Quantity, 16½ min.
So Much for So Little, 10 min.
Student Nurse, 27 min. (1958)
Take Time for Your Teeth, 13 min.
Task We Face, 20 min.

View from the Mountain, 22 min.
Medical Self-Help Training Films, (11)

Pyramid Film Producers, P.O. Box 1048, Santa Monica, California:

Pulse of Life: Life Saving Methods, 27 min., $250. Rental $15.

CHARTS

Slated Human Skeleton Chart, $19.
Bacteria Chart, $6.50
Complete Anatomy Chart Set (life size, mounted on muslin with common roller): human skeleton, the muscles, nerves, and blood circulation, heart and skin, the ear and eye, viscera of chest and abdomen, head and neck, $117.75.

Central Scientific Company, 1700 Irving Park Road, Chicago, Illinois:

MODELS

Catalogues available from:

Denoger-Deppert Company, 5235 Ravenswood Avenue, Chicago, Illinois

LaPine Scientific Company, 920 Parker Street, Berkeley, California

School Health Supply Company, 341 Factory Road, Addison, Illinois

Central Scientific Company, 1700 Irving Park Road, Chicago, Illinois

1 model, eye and orbit, $85.
1 model, ear, $39.75
1 model, heart, $49.50
1 model, scalp & skin, $39.50
1 model, female pelvis, $42.50
1 model, skeleton, male, $250.00
1 model, Chase doll, female, $247.50
1 model, Resusei-Anne doll, $163.00

PAMPHLETS

Oregon State Board of Health, State Office Bldg., 1400 SW Fifth, Portland, Oregon:

Health Careers

Horizons Unlimited
New Dimensions in Dentistry
Public Health Sanitarian
So You're Going on to College

Veterinarian and the FDA
Where the Action Is
Your Career Is Medicine

Maternal and Child Health

Adolescent in the Family
Child in the Family
Infant Care
Nine Months to Get Ready
Prenatal Care
Your Child From 1–6
Your Child From 6–12
About Babysitting

Oregon Dairy Council, 0123 SW Hamilton, Portland, Oregon:

Baby Care Digest

APPENDIX B

EDUCATION AND EMPLOYMENT OPPORTUNITIES IN HEALTH OCCUPATIONS

EDUCATION AND EMPLOYMENT OPPORTUNITIES IN HEALTH OCCUPATIONS

Upon completion of the secondary health occupations cluster curriculum, the following are selected examples of opportunities which may be available:

Job entry in health care facilities or agencies

Admitting clerk
Ambulance aide
Central supply aide
File clerk
Food service worker
Housekeeping aide
Kitchen aide
Mail clerk
Medical cashier
Medical clerk
Medical laboratory aide
Messenger clerk
Medical receptionist
Stores attendant
Therapy aide
Ward clerk
X-ray aide

On-the-job training in health care facilities or agencies

Dentist's assistant
Dental laboratory technology
Electrocardiograph technology
Electroencephalograph technology
Medical assisting
Medical laboratory assistant
Medical record technology
Optometrist's assistant
Prosthetic technology

Enrollment in post-secondary programs occupational education

Dentist's assistant
Dental hygiene
Dental laboratory technology
Environmental health technology
Food service technology
Funeral service technology
Inhalation therapy technology

Medical assistant
- Clinical
- Administrative

Medical emergency technology
Medical laboratory assistant
Medical record technology
Medical secretary
Mental health technology
Nursing
- Licensed practical nurse
- Nursing assistant
- Psychiatric aide
- Technical nurse

Occupational therapy assistant
Operating room assistant
Optometrist's assistant
Orthotics, prosthetic technology
Physical therapy assistant
Sanitation technology
Social service technology
Radiology technology

Professions

Dentistry
Medical care administrator
Medical records librarian
Medical technologist
Physician
Music therapist
Nurse
Occupational therapist
Optometrist
Pharmacist
Physical therapist
Psychologist
Public health
Social work
- Medical
- Psychiatric

Speech therapist
Vocational rehabilitation counselor

HEALTH OCCUPATIONS

CE006885

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AN EXPLORATORY MODULE

30

HEALTH OCCUPATIONS EXPLORATORY MODULE

An Introduction to Gainful Employment in Health Occupations for Junior High and High School Students

Published by:
THE OREGON BOARD OF EDUCATION

Dale Parnell
Superintendent of Public Instruction

Prepared by:
INSTRUCTIONAL SERVICES

Carrol deBroekert
Associate Superintendent

Leonard Kunzman
Director, Career Education

942 Lancaster Drive NE
Salem, Oregon 97310
1971

31

FOREWORD

One of the ways we can achieve relevance in general education is to infuse all subject matter with illustrations from the world of work. We need to provide opportunities for students to explore the working conditions, political and social environment, and responsibilities of each of the career fields that are open to them. We must give students opportunities to acquire the knowledge, skills, and attitudes that will assure successful entry into their chosen fields.

This is one of a series of resource materials which will be published, and it is my hope that these materials will encourage teachers to expand career exploration.

By providing the opportunity for students to explore career fields, teachers will be helping them to make wiser career choices and to plan educational programs that relate to their career goals.

DALE PARNELL
Superintendent of Public Instruction

CONTENTS

FOREWORD

PREFACE ii

ACKNOWLEDGMENTS iii

OREGON ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION . . iv

HEALTH OCCUPATIONS
EXPLORATORY MODULE 1

Part I – Overview of
Health Occupations 1

Part II – Health
Occupations Opportunities 5

Part III – Requirements for
Health Occupations 8

APPENDIX A – Instructional Materials . . 11

APPENDIX B – Education and Employment
Opportunities in Health Occupations . . 15

APPENDIX C – Sample Job Titles
in Health Occupations 19

PREFACE

The health industry is now the nation's number two employer of manpower and is predicted to be the number one employer by 1975. This statement implies that educational agencies have a responsibility to assist in preparing individuals for employment in the health field.

Due to rapid changes in the health industry and health care delivery system, over 400 occupational titles have now been identified. Career exploration can assist students to make more realistic career choices so that appropriate courses which are supportive or related to their occupational objectives may be taken during the secondary school years. This course is intended to illustrate one approach to developing exploratory experiences in health occupations.

Request for copies of the *Health Occupations Career Cluster Guide*, additional health occupations exploratory materials, resource information, or consultation services should be directed to the Health Occupations Specialist, Oregon Board of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310.

Leonard Kunzman
Director
Career Education

ACKNOWLEDGMENTS

The final draft of this course module was assembled and written under the direction of Joan E. Stoddard, Health Specialist, Division of Community Colleges and Career Education, Oregon Board of Education.

Special recognition is given to Gerald Ellingson for his assistance in developing the course material.

Grateful recognition is also given to the members of the committee whose contributions were invaluable.

SECONDARY HEALTH OCCUPATIONS CLUSTER STATE EDUCATION ADVISORY COMMITTEE

Robert L. McGlynn, Oregon Association of Hospitals

Mrs. Jean Vann, Occupational Therapy Association of Oregon

Dr. Stanley L. Holme, Oregon Medical Association

Dr. Johan Wold, Oregon Dental Association

Mrs. Alyce Geymann, Lebanon Union High School

Mrs. Margaret Ross, Oregon League for Nursing

Stan L. Stafford, Oregon Health Care Association

Jerry Ellingson, Oregon Health Manpower Council

Mrs. Louise Hills, Oregon Public Health Association

OREGON ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Clarey Adamson
President, Willamette Valley District
Council of Lumber & Sawmill Workers
135 East Sixth Street
Eugene, Oregon 97401

Howard Baker
Vice-President, Wedgewood Homes, Inc.
9055 SW Beaverton-Hillsdale Hwy.
Portland, Oregon 97005

Dr. Jack E. Brookins
President, Southwestern Oregon
Community College
Coos Bay, Oregon 97420

Frank Case
2732 NE Skidmore
Portland, Oregon 97211

Walter Commons
Superintendent
Jackson County IED
1133 S Riverside
Medford, Oregon 97501

Eldon Cone
Deputy Administrator
Employment Service
403 Labor and Industries Building
Salem, Oregon 97310

James R. Faulstich
Administrator, Economic Development
Support
109 State Capitol Building
Salem, Oregon 97310

Walt Fuhrer
Executive Director
Multnomah Association for Mentally
Retarded
718 W Burnside, Room 204
Portland, Oregon 97209

Melvin Gaskill
Instructor
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405

Erma Hepburn
425 Going Street
Portland, Oregon 97211

Terrence James
Administrator
Vocational Rehabilitation
680 Cottage Street NE
Salem, Oregon 97310

Marvin Rasmussen
Director of Career Education
Portland Public Schools
631 NE Clackamas Street
Portland, Oregon 97208

Ben Robinson
Imbler, Oregon 97841

William Shuck
Director
Apprenticeship and Training
115 Labor and Industries Building
Salem, Oregon 97310

Tom Sloan, Chairman
Manager, Employee Relations
Tektronix, Inc.
Tektronix Industrial Park
Beaverton, Oregon 97005

Dr. Floyd Stearns
Executive Secretary
Governor's Advisory Council for
Vocational Education
670 Cottage Street NE
Salem, Oregon 97310

Irwin Wedel
Administrator, Salem Memorial
Hospital
665 Winter Street, SE
Salem, Oregon 97301

Consultants

Leonard Kunzman
State Director of Vocational Education
Oregon Board of Education
942 Lancaster Drive NE
Salem, Oregon 97310

HEALTH OCCUPATIONS EXPLORATORY MODULE

This exploratory course module attempts to assist students develop a broad understanding of career opportunities in the health service industry. It allows the instructor much freedom in guiding students through a rapid overview of health occupations. The suggested approach is patterned from "Self Understanding Through Occupational Explorations" (SUTOE*) should allow each student to consider his own potential skills, needs, and possible level of attainment. During each section of the module, instructors should make provision for students to participate in self-assessment activities in areas such as interests, aptitudes, and experiences related to selecting or rejecting health occupations as a career cluster to pursue.

PART I - OVERVIEW OF HEALTH OCCUPATIONS

Introduction

The purpose of Part I is to define the scope of health occupations and to present examples of common work settings. The number of health-related occupations in Oregon number at least 150. Students, using their own experiences and information from available resources, should first familiarize themselves with these occupations. The occupational clusters may be categorized by the students as–

1. Health careerists who deal with people
2. Health careerists who deal with data
3. Health careerists who deal with things

Because of the diversity of health occupations providing students with a complete overview will be difficult without a chart and other reference material (1)** (2)**. Categorizing the multitude of health occupations is a necessity (see Appendix A) and students should be

*See item 3 in Appendix A.
**See item by this number in Appendix A.

guided in compiling their own lists. Specialty occupations such as those appearing under Doctor of Medicine may be simply defined by one or two words.

Typical free reference materials which may be ordered in bulk to help students acquire concepts of the diversity of health occupations opportunities, the training and skill requirements of various jobs, and the nature of the work settings are listed in Appendix A (1 through 4). These comprehensive reference books are suitable for use by any age group; both volumes are illustrated. A wealth of health occupational literature is available at little or no cost. Several hundred books, pamphlets, and folders are listed in *Health Careers Bibliography for Guidance Counselors* (6). (The in-transit time for bulk orders of such materials frequently takes a month or more so orders should be placed well in advance of the date when they will be needed.)

Goal-Directed Activities

The instructor, in this first phase of the exploratory module, should provide opportunities for presentation of information being researched by students – illustrated notebooks, outlines, and charts.

To add zest to student research, small committees may be selected to analyze health-related news gathered from daily newspapers and news magazines. The clippings can be categorized under headings such as medical discoveries, new hospitals and nursing home construction or expansion, accidents requiring medical treatment, and injured pets or other animals in need of veterinary care. The class is limited only by the students' ingenuity.

The instructor may wish to direct the students toward health career activities which they may overlook when gathering news items. These are frequently health occupations concerned with

air and water pollution control and pure food and drug laws enforcement. Meetings of organizations in which health careerists share information and consider recommendations to improve public health are an important source of news.

A simple test would be appropriate at this point, perhaps prepared by the students themselves. The test should determine how many health careers the students can identify by what the careerist does, the careerist's work setting, the recipient of the service, and the effect this career may have on the health of the general public.

Another activity would be to have students visualize themselves as responsible, for several days or a week, for assigning all health workers in the community.

Suggested Implementation

The students will need to organize committees and delegate separate responsibilities during this time. They will also need to determine the number of people by occupations and facilities required to provide all services. The health-related news clippings for the time span decided upon could provide the basis for assigning health workers to their various tasks. To avoid students getting "bogged down" in technicalities, such as attempting to determine which medical specialist is needed to perform a particular function, the instructor can emphasize a health team approach in rendering needed patient care or services.

After all health workers have been assigned, and all emergencies and routine health tasks have been covered, an evaluation should be conducted to determine if the services are adequate.

The students could select a panel of health commissioners to conduct a hearing. The various committee chairmen or team leaders could be called to testify before the

commission. The instructor can guide this self-evaluation with questions such as the following:

1. Were sufficient ambulance drivers and attendants provided to remove the injured to hospitals? If not, which committee should have assumed this responsibility?
2. Was the fire department crash and rescue crew called if they were needed for such incidents as airplane or truck-tanker crashes?
3. Was a resuscitator crew placed on stand-by duty?
4. In the event of a flood or a contagious disease outbreak, was the county health officer notified that domestic water sources may have been polluted? Was the State Board of Health epidemiologist consulted so he could notify the Public Health Service of vaccines or other epidemic control drugs which should be flown in?
5. Was the superintendent of schools notified? Was it necessary for him to close the schools to prevent spread of an epidemic?
6. Were Boy Scouts needed to direct traffic in a disaster situation?

The instructor and students will think of a number of other problem areas that should be considered by the commissioners. A report could be written or a verbal report given after the commission has time to evaluate the students' competence in directing community health activities for the agreed period of time. This activity should make students aware of the large number of health careerists who are needed in the normal life of any community and the different roles played by the careerists defined earlier. Students should be encouraged to continue gathering information relative to local, regional, national, and worldwide activities of health workers.

Throughout this exploratory phase, the instructor should emphasize that health occupations include many more careerists than doctors,

dentists, and nurses, the three occupations most publicized.

PART II: HEALTH OCCUPATIONS OPPORTUNITIES

Introduction

This section of the module is based on the assumption that students have gained a broad, working knowledge of a number of health occupations, primary activities of each careerist, and the work situation particular to each occupation.

The goal of Part II is to acquaint students with the fact that an interesting health career is open to students of either sex and with practically any interest or background.

In the United States about 25 percent of all health careerists are registered nurses; this is the largest occupational grouping. Nursing is now, as it has been in the past, one of the health manpower areas of greatest shortage and offers strong career opportunities. The more than 100 other health careers are virtually all in short supply, especially technicians. Occupational shortages in health occupations will probably continue (7). *No one has yet determined a way to automate health care delivery.*

Men are in great demand in health careers. Traditionally, women have occupied 65 to 85 percent of all health career positions.

Goal-Directed Activities

The instructor should stress that there are many health career opportunities for men. Careers in other than the physician and dental occupations provide a strong male image and role. Health manpower recruiters, educators, and employers have long been aware of difficulty in attracting men into careers that have been generally considered feminine occupations.

Likewise, girls should learn that many health career roles other than nursing are available to them.

Suggested Implementation

Students should be asked to list the health occupations which have thus far most interested them. To this list, the instructor should add the following occupations if they do not appear. (Leaflets detailing information regarding each of these occupations may be ordered from sources listed in Appendix A such as the *Health Careers Bibliography for Guidance Counselors* (6). Motion pictures are available from the Oregon State Board of Health (8), United States Public Health Service, and other sources available to the instructor.)

Dental hygienist
Male nurse
Combat medic and Navy medic
Public health planner
Health education consultant
Health manpower consultant
Health education teacher
Red Cross administrator
Professional health association director
Therapists
a. Inhalation therapist
b. Occupational therapist or occupational therapy assistant
c. Physical therapist or physical therapy assistant
d. Recreational therapist
e. Music therapist
Vocational rehabilitation counselor
Audiologist
Mental health technician
Architect (health care facility design)
Biostatistician
Food and drug inspector

Previous student committees should now write brief career descriptions using the format developed in Part I. This insures their familiarity

with each occupation's title, function, entry requirements, and work setting. Length of training may be added for each occupation. The intent is to develop individual student understanding of a specific health occupation.

Depending on available equipment in local medical and health facilities, the instructor's task is to insure that each student has a personal experience with one or more selected occupations. The following activities may be modified depending on student needs and interests.

1. Previously selected committees may each select one occupation which one or two of their members wish to research in depth. Personal interviews with employed health careerists can be obtained using a tape recorder. These recordings can be replayed in class following a brief statement by the interviewer concerning the careerist's role.
2. Arrange for a panel of three or four health careerists consisting, if possible, of a woman physician, a medical technologist, and others. One or two questions should be formulated for the panel to answer and submitted to them beforehand. The panel should also be given a frame of reference through a briefing by one or more students.
3. Tours of health careerists' work settings may be planned for the committees. These should be appropriate to previously expressed interests of committee majorities. Hospitals and public health departments are obvious tour choices. Students should not be allowed to overlook dental laboratories, radiologic (x-ray) clinics, animal hospitals, public health laboratories, pollution control authorities. All offer interesting career opportunities. Of interest to students should be both the physical facility and specialized equipment.
4. A trip by the entire class to a nearby community college (9) is strongly suggested during this phase of the module. (If such a

trip cannot be arranged, it is suggested for Part III.) Nearly all community colleges in Oregon offer several health occupations education programs. A telephone call or letter to any college will provide a catalog of courses which would be useful in planning the visit.

5. The instructor should review films or other visual aids before use. It may be wise to avoid the extremely glamorous, Hollywood-style, recruiting film. Priority should be given to films that depict health careerists in their actual work settings. Students should be aware that no one's future lifework can always resemble a technicolor drama. To leave the student with this idea, prepares him for a nonexistent career. Career discussions should be based on where the real opportunities lie.

PART III – REQUIREMENTS FOR HEALTH OCCUPATIONS

Introduction

It is now assumed that the student has gained a fairly broad knowledge of a number of health occupations and that he has developed an interest in one or more careers or has gained some understanding of the duties of health careerists. In Part I, it was noted that one out of every ten students will be needed to fill a health occupation. If a like percentage of the class has been strongly health career motivated, the instructor can feel satisfaction. Also, the instructor is justified in assuming that the rest of the class has gained an understanding which will become immensely important in their future life roles.

Goal-Directed Activities

The goal of this part of the module is to make the student aware of the courses that should be pursued preparatory to entering a health career. The field is so broad that students may

specialize in virtually any of the arts or sciences in high school and college and still find abundant corollary health career opportunities. Career planning is necessary to assure that potential careerists take the prerequisites recommended or required for admission to health occupations educational programs or entry-level employment after high school.

Suggested Implementation

The instructor may wish to have the class divide itself into two sections - the enthusiasts and the casual interesteds. Students who appear most motivated toward a health career should comprise the enthusiasts group. (Formation of the enthusiasts group should not be based upon the mental dexterity which able students normally address to any given subject, but rather the group make-up should be based on the health career interests which have been aroused in the students.)

Students may elect to develop any of the following projects which the instructor feels pertinent at this point.

1. Using the references in Appendix A, or material already gathered, each student can work out curriculums for one or two selected health occupations. This activity should give the individual student some understanding of the type of program that must be followed to prevent disappointments later.
2. Several students may be assigned to interview students enrolled in health occupations education programs at a community college, four-year college, teaching hospital, or university.
3. The instructor may wish to arrange a class visit to a college classroom or laboratory to observe programs in action and to share information with college faculty and health occupations students.
4. The development by the students of a health careers bulletin board, as simple or elaborate

as time and materials allow, is indicated during implementation of Part III.

5. Public health personnel may be contacted by student letters regarding needed academic credentials and available on-the-job training for health occupations in the public employment sector. The health education section of the state or county health department is a readily available source of such information. Most public health units have a supply of health career education materials.
6. Students may have encountered several out-of-the-way health career opportunities such as those offered by the department of agriculture, pollution and sanitation authorities, pharmaceutical firms, dental laboratories, and public radiological control agencies. All of these offer interesting, well-paid careers for students who undertake the necessary preparation.
7. One of the greatest barriers for interested students is the lack of funds to complete their education and thus provide entry into their chosen field. If the class has divided into two committees for this portion of the module, one committee could research sources of career scholarships, grants, and loans for future education. Many of the previously used sources should provide valuable material to research this topic. Research findings should be made available to parents.

APPENDIX A

Instructional Materials

REFERENCES

1. "Health Careers" (wall chart). Indiana Health Careers, Inc., 1100 West Michigan St., Indianapolis, Indiana 46207 (no charge).

2. "Health Careers in Oregon" (wall chart). Oregon Medical Association, Women's Auxiliary, 2164 S.W. Park Place, Portland, Oregon 97205 (no charge).

3. *Self Understanding Through Occupational Exploration (SUTOE).* Oregon State Board of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310, 1969.

4. *The Hospital People.* Blue Cross Association, 840 North Lake Shore Drive, Chicago, Illinois 60611, 1967 (no charge - bulk orders accepted).

5. *Health Careers Guidebook.* U.S. Government Printing Office, Washington, D.C., 20402, 1965 ($1.50).

6. Rampel, Marion. *Health Careers Bibliography for Guidance Counselors.* New Jersey Health Careers Service, Box 1540, Trenton, New Jersey, 1964 ($2).

7. *Training Health Service Workers: The Critical Challenge.* U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C. 20402, 1966 (60 cents).

8. *Health Films Catalog.* Health Education Section, Oregon State Board of Health, P.O. Box 231, Portland, Oregon 97207 (published biennially) (no charge).

9. *Directory of Health Occupations Educational Training Programs in Oregon.* Oregon State Board of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310, 1968 (no charge).

Other Reference Material

1. *Dental Hygiene Education in Oregon* (1968); *Medical Technology Education in Oregon* (1967); *Nursing Education in Oregon* (1967) Oregon State System of Higher Education, P.O. Box 3175, Eugene, Oregon 97403 (no charge).

2. *Horizons Unlimited.* American Medical Association, 535 Dearborn Street, Chicago, Illinois 60610, 1966 (no charge) (bulk orders accepted).

3. *Oregon's Health* (biennial report); also *Oregon Survey of Health-Related Training Capabilities* (1968). Health Education Section, Oregon State Board of Health, P.O. Box 231, Portland, Oregon 97207 (no charge).

4. *Teacher's Guide for a Model Program on Introduction to Vocations.* New Jersey State Department of Education, Trenton, New Jersey, 1965.

5. *The Oregon Manpower Plan.* (Fiscal year 1970), Parts A & B (1969). 402 Labor and Industries Building, Salem, Oregon 97310 (no charge).

6. Miscellaneous leaflets and pamphlets about health careers. Health Education Section, Oregon State Board of Health, P.O. Box 231, Portland, Oregon 97207 (no charge) (request samples) (bulk orders depend on supply).

APPENDIX B

Education and Employment Opportunities

in

Health Occupations

EDUCATION AND EMPLOYMENT OPPORTUNITIES IN HEALTH OCCUPATIONS

Upon completion of the secondary health occupations cluster curriculum the following are selected examples of opportunities which may be available:

Entry jobs in health care facilities or agencies

Admitting clerk
Ambulance aide
Central supply aide
File clerk
Food service worker
Housekeeping aide
Kitchen aide
Mail clerk
Medical cashier
Medical clerk
Medical laboratory aide
Messenger clerk
Medical receptionist
Stores attendant
Therapy aide
Ward clerk
X-ray aide

On-the-job training in health care facilities or agencies

Dental assistant
Dental laboratory technologist
Electrocardiograph technologist
Electroencephalograph technologist
Medical assistant
Medical laboratory assistant
Medical record technologist
Optometrist's assistant
Prosthetic technologist

Post-secondary health programs

Dental assistant
Dental hygienist
Dental laboratory technologist

Environmental health technologist
Food service technologist
Funeral service technologist
Inhalation therapy technologist
Medical assistant
  Clinical
  Administrative
Medical emergency technologist
Medical laboratory assistant
Medical record technologist
Medical secretary
Mental health technologist
Nursing
  Licensed practical nurse
  Nursing assistant
  Psychiatric aide
  Technical nurse
Occupational therapy assistant
Operating room assistant
Optometrist's assistant
Orthotics, prosthetic technologist
Physical therapy assistant
Sanitation technologist
Social service technologist
Radiology technologist

Professions

Dentistry
Medical care administrator
Medical record librarian
Medical technologist
Physician
Music therapist
Nurse
Occupational therapist
Optometrist
Pharmacist
Physical therapist
Psychologist
Public health
Social work
  Medical
  Psychiatric
Speech therapist
Vocational rehabilitation counselor

APPENDIX C

Sample Job Titles

in

Health Occupations

SAMPLE JOB TITLES IN HEALTH OCCUPATIONS

Administration

Hospital Administrator
Medical Clinic Administrator
Nursing Home Administrator
Unit Manager

Basic Science and Research

Anatomist
Biochemist
Biologist, general
Biologist, cell
Biologist, micro
Biomathematician (Biostatistician)
Biometrist
Biophysicist
Cryogenicist
Endocrinologist
Entomologist
Epidemiologist
Geneticist
Health physicist
Hemotologist
Hydrostratistician
Parasitologist
Pharmacologist
Physiologist
Psychometrist
Serologist

Dentistry

Dentist
- Endodonist
- Oral pathologist
- Oral surgeon
- Orthodontist
- Pedodontist
- Peridontist
- Prosthodontist
- Public health dentist

Dental hygienist
Dental assistant
Dental aide

Dietetics and Nutrition

Nutritionist, Ph.D., (Biochemistry)
Nutritionist dietician
Dietician
Dietician interne
Dietician aide
Food service supervisor
Food service technician/assistant

Education

Health education teacher
Physical education teacher
Public health educator
Public health assistant/aide
Community health assistant
Health occupations educator

Environmental Health

Air sanitation specialist
Environmental health technician
Industrial hygiene engineer
Sanitarian
Sanitary engineer

Healing Arts

Physician & Surgeon
- Anesthesiologist
- Dermatologist
- Geriatrician
- Internist
- Neurologist
- Obstetrician/Gynecologist
- Occupational Medicine
- Ophthalmologist
- Otolarnygologist
- Pathologist, general
- Pathologist, clinical
- Pathologist, medical
- Pediatrician
- Physical medicine and rehabilitation
- Proctologist
- Psychiatrist
- Public health
- Radiologist

Surgeon, general
Surgeon, cardiopulmonary
Surgeon, neuro
Surgeon, orthopedic
Surgeon, plastic
Urologist
Physician assistant
Chiropractor
Naturopath
Osteopath
Podiatrist
Podiatrist assistant
Veterinarian
Veterinarian's assistant

Information Service

Medical illustrator
Medical librarian
Medical records librarian
Medical records technician
Hospital information specialist

Medical Technology

Bloodbank technician
Certified laboratory technician
Certified laboratory assistant
Chemistry technician
Cytological screening technician
Cytotechnologist
Electrocardiograph technician
Electroencephalograph technician
Histologic technician
Laboratoy technician (uncertified)
Medical technologist
Nuclear medical technologist
Isotope technologist

Nursing

Registered nurse
Associate degree nurse
Diploma nurse
Bachelor of science
Master of science

Licensed practical nurse
Home health aide
Housekeeping aide
Medical emergency technician
Nurse aide
Nursing assistant
Obstetrics technician
Orderly
Psychiatric aide
Surgical technician
Ward secretary
Central supply technician

Orthopedic/Prosthetic Appliance Manufacturing

Orthoptist
Orthotist
Prosthetist

Pharmacy

Pharmacist
Pharmacy assistant

Radiology, Engineering, Electronics

Biomedical engineer
Biomedical engineer technician
Biomedical electronics technician
Medical nuclear technolgist
Medical radiological technician
Radiation engineer
Radiobiologist
Radio therapy technician
Radio chemist
Radiologic physicist
Radiologic technologist
Radiological health specialist
Safety engineer

Secretarial and Office

Medical office assistant
Medical-dental receptionist
Medical secretary
Medical transcriptionist

Admitting clerk

Speech Pathology/Audiology

Audiologist
Audiology assistant
Speech pathologist
Speech therapist
Speech therapy assistant

Social Work/Counseling

Mental health technician
Psychologist
Psychometrist
Social welfare case aide
Social worker
Social work assistant

Therapy

Corrective therapist
Educational therapist
Inhalation therapist
Manual arts therapist
Music therapist
Occupational therapist
Occupational therapist assistant
Physical therapist
Physical therapist assistant
Recreational therapist
Recreation assistant

Visual/Eye Care

Dispensing optician
Ophthalmic technician
Ophthalmologist*
Optical Technician
Optician
Optometric assistant
Optometrist

*also under "healing arts"